



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 11901455
SAU: Yarmouth Schools
School: Yarmouth Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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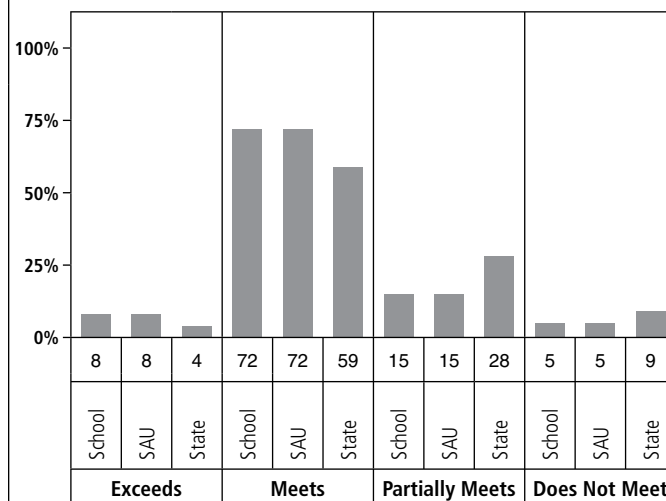
SUMMARY OF SCORES

Test Date: March 2008
Grade: 4
SAU: Yarmouth Schools
School: Yarmouth Elementary School

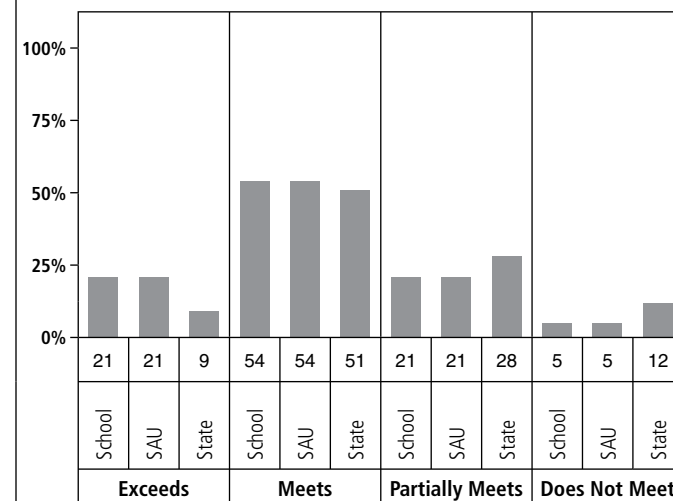
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	452	452	444
2006–2007	449	449	445
2007–2008	450	450	445
Cum. Avg. *	450	450	445
Mathematics			
2005–2006	451	451	444
2006–2007	448	448	445
2007–2008	451	451	445
Cum. Avg. *	450	450	445
Science & Technology			
2005–2006	447	447	444
2006–2007	447	447	444
2007–2008	447	447	444
Cum. Avg. *	447	447	444

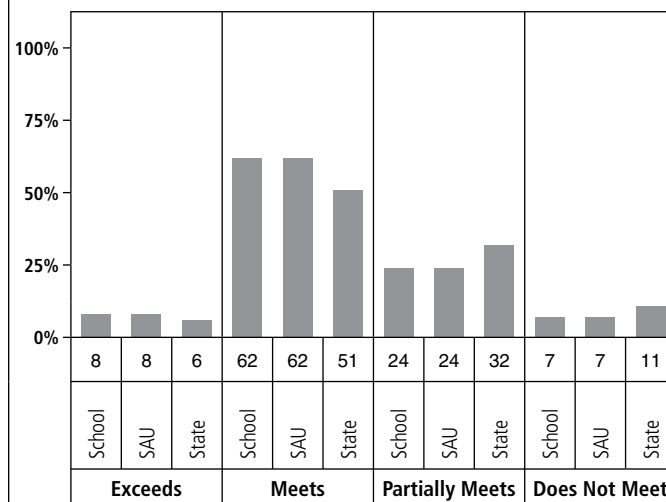
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 4
 SAU: Yarmouth Schools
 School: Yarmouth Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology						School			SAU		
	School		SAU		State		School		SAU		State		School		SAU		State													
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	106	100	106	100	14207	100	106	100	106	100	14181	100	106	100	106	100	14123	100	106	100	106	100	14115	99						
Ethnicity African American/Black	0	0	0	0	390	3	0	0	0	0	388	99	0	0	0	0	388	99	0	0	0	0	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	1	1	1	1	263	2	1	100	1	100	259	98	1	100	1	100	262	100	1	100	1	100	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	105	99	105	99	13282	93	105	100	105	100	13264	100	105	100	105	100	13205	100	105	100	105	100	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	11	10	11	10	2524	18	11	100	11	100	2514	100	11	100	11	100	2498	99	11	100	11	100	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	5	5	5	5	5587	39	5	100	5	100	5569	100	5	100	5	100	5538	99	5	100	5	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	94	89	94	89	10755	76	95	90	95	90	10730	76	94	89	94	89	10776	76						
Identified disability (PET/IEP)	2	2	2	2	375	3	2	2	2	2	374	3	2	2	2	2	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	12	11	12	11	3298	23	11	10	11	10	3267	23	12	11	12	11	3215	23						
Identified disability (PET/IEP)	9	75	9	75	2013	61	9	82	9	82	1998	61	9	75	9	75	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	3	25	3	25	1046	32	2	18	2	18	1023	31	3	25	3	25	987	31						
Participation through alternate assessment (PAAP)	0	0	0	0	126	1	0	0	0	0	126	1	0	0	0	0	124	1						
Identified disability (PET/IEP)	0	0	0	0	126	100	0	0	0	0	126	100	0	0	0	0	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: Yarmouth Schools
School: Yarmouth Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	14	14	14	14	601	4
	2006-2007	7	6	7	6	507	4
	2007-2008	9	8	9	8	559	4
	Cum. Total*	30	10	30	10	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	70	71	70	71	7910	57
	2006-2007	83	75	83	75	8749	63
	2007-2008	76	72	76	72	8308	59
	Cum. Total*	229	73	229	73	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	13	13	13	13	3970	29
	2006-2007	13	12	13	12	3467	25
	2007-2008	16	15	16	15	3922	28
	Cum. Total*	42	13	42	13	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	1	1	1	1	1421	10
	2006-2007	8	7	8	7	1165	8
	2007-2008	5	5	5	5	1264	9
	Cum. Total*	14	4	14	4	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	33.4	69.6	33.4	69.6	29.7	61.9
Literary Text	24	50	17.3	72.1	17.3	72.1	15.5	64.6
Informational Text	24	50	16.2	67.5	16.2	67.5	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Yarmouth Schools
 School: Yarmouth Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	106	9	8	76	72	16	15	5	5	450	106	8	72	15	5	450	14053	4	59	28	9	445
Ethnicity																						
African American/Black	0										0						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	1										1						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	105	9	9	76	72	16	15	4	4	450	105	9	72	15	4	450	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	11	0	0	3	27	4	36	4	36	437	11	0	27	36	36	437	2388	0	29	44	26	437
No	95	9	9	73	77	12	13	1	1	452	95	9	77	13	1	452	11665	5	65	25	6	446
Current LEP																						
Yes	0										0						373	1	32	35	32	436
No	106	9	8	76	72	16	15	5	5	450	106	8	72	15	5	450	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	5	0	0	4	80	1	20	0	0	444	5	0	80	20	0	444	5502	1	47	37	14	441
No	101	9	9	72	71	15	15	5	5	451	101	9	71	15	5	451	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	106	9	8	76	72	16	15	5	5	450	106	8	72	15	5	450	14048	4	59	28	9	445
Gender																						
Female	53	6	11	36	68	9	17	2	4	450	53	11	68	17	4	450	6959	5	61	26	8	446
Male	53	3	6	40	75	7	13	3	6	450	53	6	75	13	6	450	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						1890	0	37	46	17	439
No	106	9	8	76	72	16	15	5	5	450	106	8	72	15	5	450	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	106	9	8	76	72	16	15	5	5	450	106	8	72	15	5	450	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 4
 SAU: Yarmouth Schools
 School: Yarmouth Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	3	75	0	0	1	25	442	4	0	75	0	25	442	5	1	42	36	21	440
B. less than one hour	84	9	10	62	70	15	17	3	3	450	84	10	70	17	3	450	74	4	62	27	7	445
C. one to two hours	11	0	0	11	92	1	8	0	0	453	11	0	92	8	0	453	18	5	59	29	7	446
D. more than two hours	1	0	0	0	0	0	0	1	100	430	1	0	0	0	100	430	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	38	3	8	33	83	4	10	0	0	453	38	8	83	10	0	453	30	6	63	24	7	446
B. They match some of what I have learned.	53	6	11	37	66	11	20	2	4	450	53	11	66	20	4	450	52	4	63	27	6	446
C. They match just a little of what I have learned.	7	0	0	6	86	0	0	1	14	448	7	0	86	0	14	448	12	2	46	37	15	441
D. There is no match.	3	0	0	0	0	1	33	2	67	432	3	0	0	33	67	432	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	37	4	10	31	79	2	5	2	5	453	37	10	79	5	5	453	35	7	66	20	6	448
B. good	58	5	8	43	69	12	19	2	3	449	58	8	69	19	3	449	51	3	60	29	7	445
C. fair	4	0	0	2	50	1	25	1	25	440	4	0	50	25	25	440	12	1	44	40	16	440
D. poor	1	0	0	0	0	1	100	0	0	440	1	0	0	100	0	440	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	19	1	5	14	70	3	15	2	10	450	19	5	70	15	10	450	19	2	46	34	17	442
B. about the same as my regular schoolwork	63	8	12	50	76	7	11	1	2	452	63	12	76	11	2	452	62	5	64	26	5	446
C. easier than my regular schoolwork	17	0	0	11	61	5	28	2	11	445	17	0	61	28	11	445	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	8	0	0	4	50	1	13	3	38	439	8	0	50	13	38	439	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	49	5	10	34	67	11	22	1	2	449	49	10	67	22	2	449	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	44	4	9	37	80	4	9	1	2	454	44	9	80	9	2	454	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	12	1	8	11	92	0	0	0	0	453	12	8	92	0	0	453	18	7	64	22	7	447
B. 20 minutes to an hour	65	7	10	50	74	9	13	2	3	451	65	10	74	13	3	451	55	4	64	26	6	446
C. less than 20 minutes	14	1	7	10	67	2	13	2	13	449	14	7	67	13	13	449	14	2	53	33	12	443
D. I rarely read at home.	9	0	0	3	33	5	56	1	11	440	9	0	33	56	11	440	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	13	0	0	10	71	3	21	1	7	445	13	0	71	21	7	445	23	3	50	34	13	442
B. six to ten pages	29	1	3	21	70	6	20	2	7	447	29	3	70	20	7	447	25	3	60	29	8	444
C. eleven or more pages	58	8	13	43	72	7	12	2	3	453	58	13	72	12	3	453	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	1	100	0	0	0	0	446	50	0	100	0	0	446						
C.	50	0	0	0	0	1	100	0	0	440	50	0	0	100	0	440						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: Yarmouth Schools
School: Yarmouth Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	19	19	19	19	1294	9
	2006-2007	14	13	14	13	1054	8
	2007-2008	22	21	22	21	1321	9
	Cum. Total*	55	17	55	17	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	58	59	58	59	7000	50
	2006-2007	65	59	65	59	7394	53
	2007-2008	57	54	57	54	7079	51
	Cum. Total*	180	57	180	57	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	17	17	17	17	3784	27
	2006-2007	20	18	20	18	3729	27
	2007-2008	22	21	22	21	3955	28
	Cum. Total*	59	19	59	19	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	5	5	5	5	1894	14
	2006-2007	12	11	12	11	1735	12
	2007-2008	5	5	5	5	1642	12
	Cum. Total*	22	7	22	7	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.9	72.7	10.9	72.7	9.5	63.3
Cluster 2: Shape and Size	14	29	9.9	70.7	9.9	70.7	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.7	74.0	3.7	74.0	3.4	68.0
Cluster 4: Patterns	14	29	10.6	75.7	10.6	75.7	9.7	69.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Yarmouth Schools
 School: Yarmouth Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	106	22	21	57	54	22	21	5	5	451	106	21	54	21	5	451	13997	9	51	28	12	445
Ethnicity																						
African American/Black	0										0						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	1										1						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	105	22	21	57	54	22	21	4	4	452	105	21	54	21	4	452	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	11	0	0	2	18	5	45	4	36	429	11	0	18	45	36	429	2372	3	31	36	30	436
No	95	22	23	55	58	17	18	1	1	454	95	23	58	18	1	454	11625	11	54	27	8	447
Current LEP																						
Yes	0										0						381	4	33	28	35	435
No	106	22	21	57	54	22	21	5	5	451	106	21	54	21	5	451	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	5	0	0	1	20	3	60	1	20	439	5	0	20	60	20	439	5472	5	41	35	19	440
No	101	22	22	56	55	19	19	4	4	452	101	22	55	19	4	452	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	106	22	21	57	54	22	21	5	5	451	106	21	54	21	5	451	13992	9	51	28	12	445
Gender																						
Female	53	9	17	28	53	14	26	2	4	450	53	17	53	26	4	450	6933	9	50	29	12	445
Male	53	13	25	29	55	8	15	3	6	453	53	25	55	15	6	453	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						1890	2	34	41	23	438
No	106	22	21	57	54	22	21	5	5	451	106	21	54	21	5	451	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	106	22	21	57	54	22	21	5	5	451	106	21	54	21	5	451	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 4
 SAU: Yarmouth Schools
 School: Yarmouth Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	25	2	50	1	25	436	4	0	25	50	25	436	5	6	34	33	27	438
B. less than one hour	84	18	20	48	54	20	22	3	3	452	84	20	54	22	3	452	74	10	52	28	10	446
C. one to two hours	11	4	33	8	67	0	0	0	0	459	11	33	67	0	0	459	18	10	52	28	10	446
D. more than two hours	1	0	0	0	0	0	0	1	100	400	1	0	0	0	100	400	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	45	11	23	28	60	7	15	1	2	455	45	23	60	15	2	455	38	13	56	23	8	448
B. They match some of what I have learned.	49	10	20	26	51	14	27	1	2	451	49	20	51	27	2	451	48	8	52	29	10	445
C. They match just a little of what I have learned.	6	1	17	2	33	1	17	2	33	442	6	17	33	17	33	442	10	4	35	39	22	439
D. There is no match.	1	0	0	0	0	0	0	1	100	400	1	0	0	0	100	400	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	34	16	44	16	44	2	6	2	6	459	34	44	44	6	6	459	35	16	55	20	8	449
B. good	52	5	9	34	62	15	27	1	2	449	52	9	62	27	2	449	48	7	52	31	11	445
C. fair	14	1	7	7	47	5	33	2	13	444	14	7	47	33	13	444	14	3	41	38	18	440
D. poor	0										0						3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	6	0	0	2	33	2	33	2	33	436	6	0	33	33	33	436	15	4	38	33	25	439
B. about the same as my regular schoolwork	66	14	20	37	54	17	25	1	1	452	66	20	54	25	1	452	64	10	54	28	9	446
C. easier than my regular schoolwork	28	7	24	17	59	3	10	2	7	451	28	24	59	10	7	451	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	20	5	24	8	38	6	29	2	10	449	20	24	38	29	10	449	23	8	47	29	16	443
B. two or three days a week	51	9	17	32	59	10	19	3	6	451	51	17	59	19	6	451	36	11	54	27	9	447
C. two or three times each month	22	6	26	12	52	5	22	0	0	454	22	26	52	22	0	454	25	10	53	27	10	446
D. never or almost never	8	2	25	5	63	1	13	0	0	457	8	25	63	13	0	457	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	0	0	2	100	0	0	433	2	0	0	100	0	433	5	3	30	33	33	436
B. two or three days a week	15	4	25	7	44	4	25	1	6	453	15	25	44	25	6	453	19	8	50	30	12	445
C. two or three times each month	39	8	20	22	54	9	22	2	5	451	39	20	54	22	5	451	38	11	55	26	8	447
D. never or almost never	44	10	21	28	60	7	15	2	4	452	44	21	60	15	4	452	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	4	1	25	0	0	3	75	0	0	444	4	25	0	75	0	444	8	3	33	38	25	438
B. 30–45 minutes	13	1	7	8	57	4	29	1	7	447	13	7	57	29	7	447	27	6	48	33	13	443
C. 45–60 minutes	36	11	29	17	45	7	18	3	8	453	36	29	45	18	8	453	38	11	54	26	9	447
D. more than 60 minutes	47	9	18	32	64	8	16	1	2	452	47	18	64	16	2	452	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	436	50	0	0	100	0	436						
C.	50	0	0	0	0	1	100	0	0	436	50	0	0	100	0	436						
D.	0										0											

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: Yarmouth Schools
School: Yarmouth Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	1	1	1	1	751	5
	2006-2007	16	14	16	14	963	7
	2007-2008	8	8	8	8	882	6
	Cum. Total*	25	8	25	8	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	70	71	70	71	7251	52
	2006-2007	54	49	54	49	6824	49
	2007-2008	66	62	66	62	7130	51
	Cum. Total*	190	60	190	60	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	25	26	25	26	4514	32
	2006-2007	27	24	27	24	4382	32
	2007-2008	25	24	25	24	4433	32
	Cum. Total*	77	24	77	24	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	2	2	2	2	1458	10
	2006-2007	14	13	14	13	1735	12
	2007-2008	7	7	7	7	1546	11
	Cum. Total*	23	7	23	7	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	9.0	75.0	9.0	75.0	8.0	66.7
Cluster 2: Physical Sciences	12	25	7.1	59.2	7.1	59.2	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.8	65.0	7.8	65.0	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	8.4	70.0	8.4	70.0	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Yarmouth Schools
 School: Yarmouth Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	106	8	8	66	62	25	24	7	7	447	106	8	62	24	7	447	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										0						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	1										1						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	105	8	8	66	63	25	24	6	6	447	105	8	63	24	6	447	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	11	0	0	3	27	1	9	7	64	433	11	0	27	9	64	433	2370	2	32	41	25	437
No	95	8	8	63	66	24	25	0	0	449	95	8	66	25	0	449	11621	7	55	30	8	445
Current LEP																						
Yes	0										0						379	1	25	35	39	433
No	106	8	8	66	62	25	24	7	7	447	106	8	62	24	7	447	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	5	0	0	2	40	2	40	1	20	439	5	0	40	40	20	439	5470	3	41	39	18	440
No	101	8	8	64	63	23	23	6	6	447	101	8	63	23	6	447	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	106	8	8	66	62	25	24	7	7	447	106	8	62	24	7	447	13986	6	51	32	11	444
Gender																						
Female	53	2	4	32	60	16	30	3	6	445	53	4	60	30	6	445	6929	6	49	33	12	443
Male	53	6	11	34	64	9	17	4	8	449	53	11	64	17	8	449	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						1888	1	32	44	23	437
No	106	8	8	66	62	25	24	7	7	447	106	8	62	24	7	447	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	106	8	8	66	62	25	24	7	7	447	106	8	62	24	7	447	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 4
 SAU: Yarmouth Schools
 School: Yarmouth Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	25	2	50	1	25	436	4	0	25	50	25	436	5	4	37	36	22	439
B. less than one hour	84	6	7	56	63	22	25	5	6	447	84	7	63	25	6	447	74	6	53	31	10	444
C. one to two hours	11	2	17	9	75	1	8	0	0	453	11	17	75	8	0	453	18	7	52	32	8	445
D. more than two hours	1	0	0	0	0	0	0	1	100	426	1	0	0	0	100	426	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	19	1	5	13	65	4	20	2	10	446	19	5	65	20	10	446	24	9	53	28	10	446
B. They match some of what I have learned.	44	4	9	29	62	13	28	1	2	448	44	9	62	28	2	448	49	6	54	31	9	445
C. They match just a little of what I have learned.	25	1	4	18	67	6	22	2	7	446	25	4	67	22	7	446	21	4	47	36	13	442
D. There is no match.	11	2	17	6	50	2	17	2	17	447	11	17	50	17	17	447	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	27	4	14	17	59	4	14	4	14	447	27	14	59	14	14	447	25	9	53	27	10	446
B. good	57	3	5	39	65	17	28	1	2	447	57	5	65	28	2	447	54	6	55	30	9	445
C. fair	16	1	6	10	59	4	24	2	12	445	16	6	59	24	12	445	19	3	43	40	15	441
D. poor	0										0						3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	31	3	10	17	55	10	32	1	3	447	31	10	55	32	3	447	22	5	45	35	15	442
B. about the same as my regular schoolwork	49	2	4	32	65	12	24	3	6	447	49	4	65	24	6	447	62	7	53	31	9	445
C. easier than my regular schoolwork	21	3	14	12	57	3	14	3	14	446	21	14	57	14	14	446	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	4	1	25	2	50	0	0	1	25	447	4	25	50	0	25	447	24	7	48	33	12	444
B. a few times a week	26	1	4	15	56	11	41	0	0	445	26	4	56	41	0	445	53	7	54	31	9	445
C. once a week	9	0	0	2	22	5	56	2	22	438	9	0	22	56	22	438	9	6	46	33	15	442
D. a few times a month	62	6	9	45	70	9	14	4	6	449	62	9	70	14	6	449	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	24	5	22	12	52	6	26	0	0	449	24	22	52	26	0	449	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	17	0	0	9	56	7	44	0	0	444	17	0	56	44	0	444	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	17	2	13	8	50	4	25	2	13	447	17	13	50	25	13	447	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	43	1	2	28	68	7	17	5	12	446	43	2	68	17	12	446	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	432	50	0	0	100	0	432						
C.	50	0	0	0	0	1	100	0	0	432	50	0	0	100	0	432						
D.	0										0											